

## Research Expectations for the Immigration/Refugee Groups

### Research Requirements (everybody):

- ✓ Each team should consult at least 15 sources for this project. At least two must be books.
- ✓ The library will be preparing a book cart for us and a library guide (with suggested online resources). If you would like to start your research before our first trip to the library (2/26) I recommend starting with CQ Researcher and
- ✓ You must avoid cutting and pasting information directly from any website. This is plagiarism. Paraphrase in your own words the information you want to share or use quotes. (Although quotes should be super special – don't quote everything). **There are two places where you need to be mindful to not plagiarize: on your slides and in what you say out loud.**
- ✓ We will have some in-class work days dedicated to researching your project. **However, you will be expected to do research outside of class as well. You should communicate with your partner(s) about research responsibilities.**
- ✓ Each group will need to submit a team annotated bibliography in MLA format. Tip: it is easiest if you do this as you go along vs. at the end. The bibliography should be in alphabetical order. After each entry write 2-5 sentences about the source (this is the "annotation" part; annotation means a note of explanation).  
Your annotation should focus on:
  - *How did you use this source? What information did you glean from it?*
  - *Why did you decide the information in the source is reliable?*

### **Research Expectations for Immigration/Refugee Groups**

Note: Our project is focused on post-WWII, but you should develop an understanding of the history of your group in the United States before this time period (if there is any).

- Why did your group come to the United States (push/pull reasons)?
- How did they get to the United States? Did many of them share a similar journey and, if so, what was it?
- Where in the United States did they go? Why?
- How many people from this country or region live in the United States today? How has that number changed over time?
- Who has helped this group (or advocated for this group) to come to the United States? Are there any organizations devoted to helping this specific group of immigrants and refugees? What have they done?
- What challenges has this community faced after coming to the U.S.?
- What opportunities has this community faced since coming to the U.S.?
- How has U.S. policy impacted these immigrants/refugees (positively or negatively)?
- How many people from this region or country live in Champaign County? What local resources (if any) do we have for this community locally (religious institutions, organizations, grocery stores, etc)?
- Learn about two "famous" U.S. immigrants from your country/region (one male and one female). They may be famous for their contributions to the arts, the sciences, politics, journalism, research, sports, writing ... whatever you decide, but choose people who you're excited about what they did. The people should either be immigrants to the United States or their parents were immigrants.
- What traditions from the home country or region does this group keep alive in the United States? Identify two.
- Please share additional research with us that you find of interest along the way!

### Presentation Guidelines (8 minutes)

As a team, decide how to organize the information you learn. Think about “the story” you want to tell and what the best way is to convey this story. Your presentation should cover at minimum your research related to the questions above in #1. The following are also required for your live “exhibit.”

	A map of the home country/region and a current map of the United States which shows where this group lives in the U.S. today (in addition, please note if there are any well known “_____towns” or “Little _____” for your group.
	Create a timeline of significant milestones in the history of your group and the United States. This may include: noteworthy events in the home country/region that led to migration, U.S. policy towards this group (or policy which indirectly affected this group), significant events for this group after arriving in the United States (positive and negative). However, beware of wordy slides. Focus on showing key words on the slides (and filling in the gaps with your words).
	15 – 20 photos of your immigrant community in the United States These photos should help “tell the story” you want to share with your classmates about the answers to your research questions. These should be ACTUAL PHOTOS (not graphics or stock photos).
	Photos of the two famous people you researched and photos of their accomplishments.
	Any other “artifacts” you want to include that help “tell the story” of your research.
	Bringing your A Game to presentation day. Be prepared, project your voice, make eye contact, and try to relax.

Topic	Choices Background Reading (starting point)
Caribbean Migration: Cubans & Haitians	22-23; Haiti on 26, 29 (photo)
Vietnamese Migration	25
El Salvador (including Sanctuary movement of the 1980s, legal and illegal immigration, and MS-13)	26-27; 36 - 40
Mexico – legal and illegal immigration; impact of NAFTA; excludes DREAMERS	27 – 28; 30 – 32; 36 – 40
Highly skilled workers from Korea, China, and India	28
Middle East migration including highly skilled workers, post 9/11 Islamophobia, and refugees from Syria, Iraq, and Afghanistan	33 – 35; 43-47 (refugees)
Africa migration – focus on Sudan, Somalia, and the Democratic Republic of Congo	35 (brief mention); 44 (brief mention); 43 - 47